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ABSTRACT

The project was designed to familiarize students, teachers, administrators, parents, board members, and others with the concept of career awareness through personal involvement. Emphasis was placed on the various aspects of assessment, planning, implementation, and continuation of the Awareness Program within the existing curriculum in each school of Union County Intermediate Education District (IED). The project involved 2,300 students in grades one through six, 88 teachers, and 30 to 50 school personnel. The accomplishments of the project include inservice programs for staff development, instructional programs, and materials and curriculum development. Assessment and evaluation materials are appended and make up a major part of the document. Appendix A presents the results of the Spring, 1974 career awareness survey based on a questionnaire given to teachers. Appendix B presents separately the results of a career awareness assessment survey given to teachers and students in Grades 1-2, 3-4, and 5-6. The survey, conducted in October, 1972, was designed to determine the career awareness needs of teachers and students. Two third party evaluations of the project are presented in appendix C and D, with generally favorable observations. (Author/EC)

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ANNUAL REPORT
of
CAREER AWARENESS PROGRAM FOR UNION COUNTY

An Applied Research Project
in
Career Education

Project Duration: July 1, 1973 through June 30, 1974

Conducted By:

Union County Intermediate Education District
1605 Adams Avenue
La Grande, Oregon 97850

Robert P. French, Coordinator

A Project Funded by
Oregon Department of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

June 30, 1974

U.S. DEPARTMENT OF HEALTH
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Project #31-000-011

TITLE: Continuing Project in Career Awareness Grades K through Six for Union County

INSTITUTION: Union County Intermediate Education District

PROJECT DIRECTOR: Robert P. French, 1605 Adams Avenue, La Grande Telephone 963-4107

PROJECT DURATION: July 1, 1973 through June 30, 1974

COSTS: Federal: $8,500, Local: $11,143, Total: $19,643

NUMBER OF STUDENTS AFFECTED: 2,300

NUMBER OF STAFF INVOLVED: 100 (Classroom teachers and some ancillary personnel)

PROJECT DESCRIPTION:

Of the 5,000 students attending schools in Union County, 2,300 are in grades one through six and are involved in this Project. Students in this partially isolated County are vocationally disadvantaged when they leave the area to seek employment. The two major industries of Forest Products and Agriculture are limited in educating children for the majority of jobs available in the larger world of work.

PURPOSE:

The major focus of the Project is to make students, teachers, administrators, parents, board members and others aware of the Career Awareness concept through personal involvement. Emphasis is placed on assessment, planning, implementation and continuity of the Awareness Program within the existing curriculum in each school of the County. Another area of the Project is providing services such as Resource Development, Career Awareness classes for teachers and teacher Career Awareness committees for developing and disseminating materials.

PROCEDURES AND OUTCOMES:

During the first year of the Career Awareness Project in Union County much of the activity centered on County-wide inservice, needs assessment and providing some previously developed materials to teachers from existing exemplary projects.

This year, 1973-74, the main thrust of the Project supported the first year's efforts and concentrated on building definite criterion based programs. Significant in this effort was the establishment of three Career Education classes

that were offered to area teachers through Eastern Oregon State College. An Industrial Arts class related to Career Awareness was arranged through the Career Awareness Coordinator and Larry Kroll for area teachers. This class was taught by Mr. Kroll, the La Grande Junior High School Industrial Arts instructor.

Inservices were held at all six elementary schools in Union County plus the three in Wallowa County, for teacher committees involved in developing their schools' Five-Year Career Awareness programs. The Coordinator served as a resource person in all planning sessions.

A supplement, consisting of newly developed activities, was completed and provided to all teachers to insert in their original copy of the IDEA Book.

Presently, a small SIXCO Grant has been provided to develop another supplement for teachers. The supplement contains activities, interdisciplinary in nature, in addition to other resources. This supplement will be distributed to teachers at the beginning of the 1974-75 school year.

Also being prepared as part of the project is a resource speaker and field trip guide. This guide is being developed largely by the La Grande Activities Program. Production of this guide will be through the Union County IED.

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An Applied Research Project in Career Education

July 1, 1973 through June 30, 1974

Union County IED

A. BACKGROUND AND INSTRUCTION:

Goals and Objectives

The original goals of the Elementary Career Awareness Program for Union County were:

(1) All teachers will be exposed to Career Awareness concepts and related activities through inservice programs.

(2) The Coordinator will be available to teachers for consultation purposes.

(3) A guidance committee of teachers, from each elementary school, will be organized and meet regularly.

(4) The Coordinator will random sample five percent of the total 2,300 students for evaluation purposes.

(5) The Coordinator will conduct a needs assessment of administrators, teachers and students of Union County as it relates to Career Awareness.

Educational Setting:

Of the 5,000 students attending schools in Union County, 2300 are in grades one through six and are involved in this Project. Students in this partially isolated County are vocationally disadvantaged when they leave the area to seek employment. The two major industries of Forest Products and Agriculture are limited in educating children for the majority of jobs available in the larger world of work.

Other personnel involved included 88 classroom teachers, 30 to 50 additional personnel including librarians, music teachers, junior and senior high teachers, administrators, State Department of Education personnel, counselors, etc. (Ackerman Laboratory School, La Grande School District #1, was not involved this year.)

B. MAJOR ACCOMPLISHMENTS:

Objectives:

All stated objectives, except one, were satisfactorily accomplished. (See Evaluation). The stated objective involving the random sampling of five percent of all students became unattainable at the conclusion of this project year. The Coordinator was discouraged from undertaking the task by the school personnel with whom he works. However, a student evaluation will be conducted in 1974-75 through the newly established Career Awareness Teacher Committee.

Staff Development:

Over the two year Project period:

(1) One elementary County-wide teacher guidance oriented inservice was conducted.

(2) One elementary County-wide teacher Career Awareness oriented inservice was conducted by State Department of Education personnel and others.

(3) Three Career Education Classes were offered through the Division of Continuing Education at Eastern Oregon State College. Career Awareness was conducted Fall Term; Career Exploration was conducted Winter Term and Preparation (Clusters) was conducted Spring Term.

(4) One Career Awareness class was held at the La Grande Junior High School. This class stressed "hands on" activities through the use of Industrial Arts.

(5) One Librarian Inservice was held in La Grande.

(6) Ten Five-Year Planning Career Awareness inservices were held involving all County schools.

(7) Four IED graduation requirement planned course statement sessions were held for counselors and career education personnel.

Special Note:

The Coordinator received special Career Awareness Cadre training in Career Awareness at Oregon State University from John Davies, State Department of Education Specialist, in the summer of 1973. This training resulted in the following activities:

(1) A Division of Continuing Education class in Burns.

(2) A workshop in Burns.

(3) A Workshop in John Day.

(4) A Workshop in Heppner.

(5) A workshop in Unity (Burnt River).

(6) Presentations at Eastern Oregon State College classes.

(7) Presentations in La Grande Elementary Schools' classes.

(8) Inservice at Ione.

The Coordinator also was an active member of Assessment Teams for:

(1) Milton-Freewater

(2) Hermiston

(3) Condon

The Coordinator served as a consultant and advisor for Wallowa County administrators and teachers.

Instructional Program:

(1) Produced and distributed a supplement consisting of new activities to be placed in each teachers "Idea Book."

(2) Established a teacher "advisory group" of "Cadre" type teachers. This group will meet regularly to develop, assess and distribute ideas and materials related to Awareness. The group consists of a representative from each elementary school in the County.

(3) Conducted a Needs Assessment at the introduction of the Project, in the Fall of 1972. A Teacher Assessment of the Project was completed in the Spring of 1974.

(4) Helped to establish, teach and assist in four Career Education classes during the 1973-74 school year. These were evening classes, each lasting one term.

(5) Established a materials development center with an Eastern Oregon State College practicum student in residence at the IED. This was done during Winter Term of 1973-74. The student job description included materials development, audio-visual aids assessment and classroom activity demonstration in the County schools.

(6) Classroom demonstrations of Awareness activities and audio-visual aides by the Coordinator were conducted. These demonstrations were motivational in nature.

(7) The Coordinator served as a resource person in supplying materials to schools. He also assessed materials for purchase by the IED, and participated in planned course statement sessions with the IED Curriculum Director.

(8) The Coordinator participated as a community and civic club resource person in Career Education.

(9) Resource people instrumental to the success of this Project were:

Dave Fretwell and Dan Dunham, SDE
John Davies, Specialist in Career Awareness, SDE
Tom Williams, Specialist in Exploration, SDE
Rich Schmidt, Coordinator of Program Planning, SDE
All administrators of the Six Counties
Sam Banner, SIXCO Director
All administrators in Union County
Ward Weissenfluh, Superintendent of Union County IED
Chuck Howell, Regional Coordinator

(10) Observed Mass Production Units in Imbler and Elgin schools.

(11) Five-Year planning sessions were held in all six school systems using State Department of Education assessment guides. We also used teacher assessment sheets on Career Awareness. The Coordinator worked with groups as a consultant and resource person.

Materials and Content Development:

(1) Idea Book and guide were distributed to all teachers in the County. Many have been distributed to SIXCO schools also.

(2) Two supplements to the IDEA Book have been developed. One has been completed and distributed. The 1973-74 section is being compiled at present and will be disseminated in September of 1974.

(3) Demonstration models of Lillian Bernard type activities were constructed and demonstrated to teachers by the Eastern Oregon State College practicum student.

(4) Teacher developed activities from Career Education classes have been compiled for reference. These will be included in the Idea Book supplement.

(5) Five-Year Plans - Each school district spent many hours assessing their awareness programs and then developing plans related to their needs. All six school districts have fulfilled the State requirements.

C. EVALUATION:

Evaluation of the Project was conducted by a third party evaluator at the end of the First Year (1972-73). Evaluation of the Project for the Second Year (1973-74) was not conducted by a third party evaluator for the following reasons:

(1) A third party evaluator could not efficiently begin to evaluate the total awareness program in the depth necessary to show conclusive results. The main obstacles are time, money and the considerable travel involved.

(2) It would be impractical to visit all schools due to distance involved. Even if all schools could be assessed, results would be based on observations only. It seemed more expedient to use a better method of evaluating the progress of the Awareness Program. Consequently, a survey questionnaire was devised and implemented as suggested in the original plan. (See Appendix A)

The Career Awareness questionnaire was administered to all elementary teachers, grades one through six, in Union County. These results were based on the returned responses of 86 teachers from Cove, Union, Elgin, Imbler, North Powder and La Grande elementary schools. Two teachers did not complete and return a questionnaire.

The results of this questionnaire are shown in percentages and comments on the attached pages. The percentages indicated are based on use of materials by those responding. They reflect only use by teachers not use compared to other materials. Some teachers checked five or six choices, but all selected at least one.

Please note that 40 percent of the County teachers indicated they had attended Harvey Bennetts' EOSC graduate level class in Career Awareness. It should be noted there were three Career Education classes taught by Dr. Bennett during the 1973-74 school year. The 40 percent indicates participation in one or more of those classes by the respondents.

Observations between Pre and Post assessment instruments:

In the Fall of 1972 an assessment consisting of a Coordinator constructed instrument was completed by nearly 100 percent of all the teachers and students in the County, (See Appendix B). At that time, approximately 31 percent of the teachers indicated they were aware of the concept and would probably become involved. Their subjective statements concerning their understanding of the concept were at best vague and questionable for the most part.

The evaluation just completed, in May, 1974, indicated 77 percent felt they had a good understanding of the concept of Career Awareness. This notion was further supported by the quality of their remarks as asked on Question #9 of the same instrument, (See Appendix A).

Although the percentages were not overwhelming as to the emphasis on Career Awareness, a significant and valid number of teachers did designate the emphasis was good. Nearly 50 percent have indicated they wish more help and more time to make a more valid assessment. In addition to requests for more materials it was heartening to note more classes in Awareness are in demand.

The most significant factor, which is of course a value judgment on the part of the teachers, is the tremendous positive response the teachers recorded when 77 percent felt their students - beyond a reasonable doubt - had in fact become more aware of themselves and the world of work due to an increased emphasis on Career Awareness.

D. SUMMARY

The two year Career Awareness Project in Union County appears to have fulfilled nearly all of the previously stated objectives, as well as unstated objectives. The evaluation studies from years One and Two show growth and acceptance by the teachers, administrators, parents and the community in general. The fact that the program will be continued under the direction of a Coordinator, due to the support of the school districts, is indicative that the patrons, administrators, teachers, local boards and IED board approve of the concept and the approaches being used to meet the objectives of a good Career Awareness Program.

Surely the support from the IED Board and Superintendent, Ward Weissenfluh, are fundamental to the program. The expertise and direct line of communication with people such as John Davies, State Department of Education Specialist; Chuck Howell, Regional Coordinator and Sam Banner, have helped this Project to get moving. More important nothing will change. These same people will still be available to continue the direction, support and growth for at least the immediate future, and hopefully years to come. This then is a Career Awareness Program - not a short term, obscure, irrelevant program, destined for obsolescence and decay as soon as the Federal funds have been terminated.

E. CONCLUSIONS

The County-wide inservice on Career Awareness, conducted by John Davies and the personnel he brought with him to La Grande, as the program was initiated, set the tone for the next two years. Bordering on negativism and pessimism, the teachers who were required to be there soon became involved and receptive to the theme of the workshop. Therefore, it seems most important when introducing a concept that it be introduced properly with whatever means necessary to do it correctly.

Naturally, a "one shot" approach soon wears away but the internal and external support from the many previously mentioned people provided the continuity to build and continue development of a program not only in Awareness, but at all levels of the Career Education spectrum.

The program to date is in no way at the optimum level of attainment. It does have a good foundation for continued growth and development. Teachers have indicated, mostly by their written as well as oral comments, that there has been a definite, positive change in their teaching and thinking about the relevancy to the personal and Career Awareness of their students.

F. RECOMMENDATIONS

It would be much more practical to fund future programs for at least a two year period. It is very difficult to see the kind of growth needed at the end of one year. It is questionable also if some of the stated objectives could have been met if the Regional Coordinator and State Department personnel were not readily available for assistance.

G. APPENDIX

A. Spring 1974 Assessment Instrument

B. Fall 1972 Assessment Instrument

C. March, 1973 Evaluation - Don Calder

D. March, 1973 Evaluation - Bev Duby

RPF/jhg
6-18-74

amended
7-22-74

COMPOSITE

School_____

Grade_____

Date_____

CAREER AWARENESS SURVEY
Union County IED

In the Fall of 1972 the IED Career Awareness Coordinator initiated activities centered on helping administrators, teachers, counselors, parents and others to become more familiar with the new elementary focus on Career Awareness.

At that time an assessment instrument was completed by nearly all of the teachers in Union County. It would be most helpful in planning for next year's activities if you would take a few minutes to complete this questionnaire. Thank you.

Please answer all questions to the best of your knowledge. Your comments will be extremely beneficial. Place a check mark in front of all answers most representing your feelings.

I. 77% Yes — Do you feel you have a good understanding of the Oregon Board of Education's definition of Career Awareness?

20% No

3% - No Response

II. 65% Yes — Did you attend the Career Awareness Inservice at Central Elementary School in the Fall of 1972?

34% No

1% - No Response

III. Please check the items you have used or been involved with the past two years.

%	
85	"Idea Book"
28	PIP's Guide - used with Idea Book
40	Harvey Bennett's Career Awareness Class (EOSC)*1 or more of the 3 classes
12	Larry Kroll's Industrial Arts Career Awareness Class.
20	DUSO I Kit
08	DUSO II Kit
01	JEK (Job Experience Kit)
31	Five-year Planning Inservice with IED Coordinator
35	Classroom activities with IED Coordinator
45	Career Awareness filmstrips
40	Career Awareness visual aids.
06	Other Career Awareness or Career Education classes - summer or winter - local or other.
06	Out-of-District- Inservices related to Career Awareness. List _____
12	People, Places, Products Kit
09	King Features (Pop-eye Series)
03	WORK Kit (Widening Occupational Roles Kit)

IV. To what degree are you familiar with your district's five year Plan in Career Awareness?

%	
20	Very familiar
29	Quite familiar
40	Somewhat familiar
11	Unfamiliar

V. Do you feel the "emphasis" on Career Awareness at the National, State and local level is:

25	Excellent - re-focus on education.
07	A new fad that will soon die.
20	Nothing new - we have been doing it.
28	An area I don't feel I can evaluate properly at this time.
14	An area I would like to know much more about.
06	An area I have knowledge about but am having difficulty implementing.

VI. Next year, in the area of Career Awareness, I would like:

20	To have more Awareness materials available.
31	To have more field trips and resource speakers for my class.
12	More assistance from the IED Coordinator.
14	More school district inservices.
10	More County-wide inservices.
07	Another ECSC Career Awareness class.
06	Summer DCE class (activity oriented)
_____	Other: _____

VII.

72	Yes	Can you say, beyond a reasonable doubt, that the children in your classes are more aware of themselves and the world of work than they would have been without special emphasis on Career Awareness.
25	No	
03	Not sure	

VIII. What do you like most about the emphasis on Career Awareness? (District or County level?)

SEE ATTACHED

IX. What changes or additions would you like to see made at the District or County level next year in the area of Career Awareness?

SEE ATTACHED

WHAT DO YOU LIKE MOST ABOUT THE EMPHASIS ON CAREER AWARENESS?

- It is practical, especially for those who do not go to college.
- Gives more reasons for succeeding in school work.
- The cooperation of the people (business) in this area.

- On the county level, they provide help whenever you want it and are getting more classes for us in the area, and some are materials oriented.
- Making the children more aware of themselves and ready for choices when they reach that age.
- The fact that our children will know more about various types of work and have a better concept of themselves.
- Does help to start children thinking sooner about a career for them.
- Makes students aware of various jobs and the type of things required to do them.
- I think that this emphasis will, if properly implemented, make school relative.

- I feel that eventually the student who isn't college bound will be leaving our schools better prepared to meet his own needs.
- I think most of all the idea of awareness itself. I like the idea of exposing the children to all careers and having them form good concepts is very important.
- I can work it into our social studies program very well.

- Opportunity for older students to have work experience.
- Gives the students not college bound some feeling of success.
- I like the correlation of this program with existing curriculum. It is fairly easy to implement, but would be difficult to find time to teach as a separate subject.
- I like the enforced integration with the curriculum. It lends itself easily to this.
- Children acceptance that all jobs have worth, and no matter what work a person does, he is contributing.
- More emphasis on career awareness has, I believe, at this level made the real world more meaningful to them, and in helping them see their place in it.

- Career Awareness inservice at Central - liked H. Bennett's course.
- Harvey Bennett's class good - made me more aware of responsibility I have in making students gain knowledge of world of work.
- I like the idea of emphasis on more jobs with less college.
- College is not "pushed" so much. Importance of doing a good job regardless of what, is stressed more.

- Enjoy the materials (DUSO - Idea Book) field trips, and use of resource speakers.
- Programs oriented more towards self awareness, value and judgment development and basic responsibility.
- That it is handled very well in social studies so that you don't have to teach it individually.
- The change from college orientation to vocational preparation - value of work - broadening of outlooks to students.
- Makes learning relevant to students NOW.

- It makes all more aware of the basic reason students are in school - district and county level - more materials are being made available.

- The emphasis being a child becoming aware of himself and his worth in relation to whatever work he may do.
- I feel Career Awareness can help to tie the school and home together. Children can become aware of many jobs especially those of their parents and parents can be the best resource people for the classes.
- Children are never too young to begin thinking about the world around them and what they can do.

- Children are being exposed to more people, more career and how people feel about their work. Teachers are having the opportunity to work more with media.
- Help we get.
- Good leadership involved from coordinator.

- Like the all around emphasis that career awareness includes - hobbies, etc.
- It is open for individual flexibility and offers a wide choice of activities.
- Opportunity for children to visit industries and see first-hand different jobs.
- Gives children more awareness of kinds of jobs and what they involve. Shows them that some work can be rewarding and give a feeling of dignity to work. Starts children thinking at an earlier age about what job might interest them and gives more understanding of what is involved in work their parents do.
- There are a lot of materials available to us and a lot of personnel which we can use or call upon to assist us.
- The Career Awareness program gives all students the opportunity to put themselves in different occupational roles.

Career Awareness Survey
QUESTION #9

WHAT CHANGES OR ADDITIONS WOULD YOU LIKE TO SEE MADE AT THE DISTRICT OR COUNTY LEVEL IN THE AREA OF CAREER AWARENESS?

- Just addition of more inservices and workshops where we can get ideas and make materials to use in the classroom.
- More planning time for integration into my classes.
- As I think of our work for next year it will be that we will be starting to implement a 5-year plan.

- None - let us get used to some of our plans and decisions and begin to build on this foundation with assistance as needed.
- More materials available for teacher and classroom use.

- I would like to see emphasis made towards offering teaching ideas concerning self-awareness, value and judgment development, etc., at the primary level especially.
- More materials - more inservices to help teachers adjust to uses - time to work and prepare changes both in district and classroom planning.
- List of areas to cover in each grade level.
- A format that every teacher knows what is being taught in other grades and what emphasis should be taught in his or her classes. I don't know what the class had in Career Awareness and where I should begin.

- More inservices. Opportunity to preview new materials to inform our district.
- More films dealing with different industries, occupations, etc.

- More field trips and resource people set up for a class or school.
- Need more films at IED office. We were unable to get the ones to preview this year.

- None
- I would like more speakers or field trips as children can talk and see what is involved in different jobs. Also, would like help in arranging these. LAP has been a great help this year in making arrangments and doing outside work of setting up other field trips.
- Another class offered like Larry Krolls'. I visited the final display and would like to participate in a class of that type.
- Continue having coordinator available for aid. He has been very helpful in my Career Awareness activities this year.

CAREER AWARENESS
ASSESSMENT SURVEY REPORT
Union County Teachers and Students
Grades One through Six

The survey of students and teachers was conducted in October of 1972. The survey was administered to determine Career Awareness needs. Data collected generally involved all teachers and students. Each questionnaire was evaluated by the Coordinator in an attempt to obtain the most accurate information possible, without attempting to set-up a statistical research model.

The information revealed will provide a basis for noting growth and involvement at the elementary school level. The following statistics were compiled from the teacher's survey:

Question #1: To what degree do you feel you are knowledgeable about the K - 6 Career Awareness concept?

(a) Eleven percent were aware of the concept and use, or plan to use, activities and related materials this school year.

(b) Twenty percent were aware and knowledgeable of the concept, but feel they need assistance in setting up a program.

(c) Six percent were aware and knowledgeable of the concept, but undecided about setting up a definite program.

(d) Twenty-one percent were not familiar enough with the concept or accompanying activities, materials and stated objectives, and would like some assistance in this area.

(e) Twenty-six percent were not completely familiar with the complete concept, but felt they had been using similar activities in some classes.

(f) Sixteen percent wanted to talk to the Coordinator about setting up a program for their classes.

(g) Other - "The concept of job, as compared to work, seems a bit misleading to the child. They think of job as the broad term and work as the immediate surrounding of the home, such as helping - whereas a job is for money."

Question #2: At this point my greatest problem in implementing a Career Awareness Unit or Program is:

(a) Ten percent lacked understanding as Career Awareness relates to behavioral objectives

(b) Thirty-two percent lacked time to work a program into their present class schedule, but would try if assistance was available.

(c) Twenty-six percent lacked resource materials.

(d) Twenty percent lacked additional activities designed to make children more aware of themselves and the world of work.

(e) One percent lacked budgeted money to finance any additional materials, field trips, etc.

(f) Other - "Lack of time to implement ideas". "Feel it is taught as much as time allows in my schedule". "Class too large to take specific time slot - must coordinate with subjects".

Question #3: Career Awareness (self-concept and work awareness) is part of a developmental program aimed at helping all children, grades K - 6, to understand themselves and the world of work. Please indicate your feelings about this concept on the following scale:

(a) Sixty-three percent felt this is a fine precept and one in which they very much agreed.

(b) Seven percent felt it is a fine precept but one in which they have not been able to involve their students on a level which makes it very meaningful due to: "I'm not sure what to do and know little about it". "I'm not sure how this program differs from what is already done in many classes."

(c) Two percent feel the precept is alright, but ranks low on priority list of educational goals for their classes.

(d) Twenty-eight percent feel the precept may or may not be good, but need more information before getting involved on a large scale. (Most teachers are involved, and have been involved in in some way.)

Question #4: My interest in implementing and/or supplementing a Career Awareness Program in my classes is due to:

(a) Forty percent indicated a personal interest.

(b) Nine percent indicated they were following administrative directives.

(c) Fifteen percent indicated State Department emphasis.

(d) Twenty percent interest was due to IED Coordinator's encouragement.

(e) Eight percent felt other teachers and schools seemed to be getting involved with it.

(f) Two percent felt it is the "in" thing to do.

(g) Other - "Ideal field from which to draw speech and compositions, ideas and topics.
- "My interest is my students and the attempt I am making in preparing them for adult responsibility and opportunities."
- "The children K-6 need it in our area."
- "A need of the students."
- "The realization that young people often fail to understand the coordination or tie-in of school and occupations. Also, the realization young people are often ill-prepared for jobs and lack awareness of what is available."
- "Worked on Social Studies Curriculum Committee for four years, so am very interested."
- "At sixth grade level need for "awareness" needs to be strengthened. Students are old enough to be developing stronger goals for themselves."
- "I feel it is something the children could relate to, and many concepts could be reviewed and introduced."
- "Fun involvement of children and many people."
- "I feel this program will benefit students. It involves students, parents, community. It gives all kinds of work, values and status. Puts more focus on concepts. We have always worked with it to a certain extent - besides I believe in it!"

OBSERVATIONS OF DATA
Grades One and Two

This survey, at best, is a generalization lacking any validity insofar as statistical research is concerned. The instrument was not very appropriate for what it was intended. Since the survey has been conducted, better instruments have been derived for the same purpose. At the time the survey was conducted, it was difficult to acquire information on appropriate grade level instruments.

With the aforementioned facts in mind it would be impossible to assess the Awareness needs of children at grade one and two levels with the degree of accuracy needed to substantiate formal needs assessment techniques.

The data for the questionnaires was in some cases obtained directly from the students and in other cases the teacher aquired answers from them.

One school did not send in their results.

When the program was outlined to the first and second grade teachers, in their individual schools, the coordinator did present the problem and did enlist the aid of the teachers in methods to best secure the desired information. The teachers were very understanding and cooperative. They spent considerable time in synthesizing the material requested into a workable collection; worthy enough to attest to some valid statements which would only be supposition until the survey was presented.

The results of the survey, due to the discretion of the first and second grade teachers, was presented in an objective and subjective manner. The following results are primarily objective:

Question #1: What is Work? (Objective answers were:)

Sixty percent gave a correct definition.**
Twenty-two percent gave an incorrect definition.
Sixteen percent gave questionable definitions.
Two percent did not answer.

**Correct would depend on individual interpretation by Coordinator.

Subjective answers were mostly examples of types of work as well as students' definition of "work". Some examples were:

- Driving logging truck
- Building a house
- Cooking
- Hard
- Reading, school work, etc.

Question #2: Write down as many jobs people do that you can think of in five minutes: (138 students responded)

- The median number, from a list of 24 responses, was 6.
- The average number of jobs listed per student was 8.

Question #3: What type of work does your dad, mom, or both, do? (185 students responded)

NOTE: The evaluation placed on the response of the students is only as good as the coordinator's perception of the validity of each child's answer. With considerable more time and effort an exact evaluation could be made with the teachers' efforts of the work role each parent pursues by contacting the home, or by searching school records. At this point and time it seemed more important to get the students' perceptions of their parent's work role.

- Ninety-five percent of the 185 students responding seemed correct in their evaluation of their parent's job role.
- Five percent of the responses were very questionable.

- One teacher who prepared her questionnaire collectively reported most students did not seem to know their parents work.

Question #4: Name five jobs people do and how they do them. (227 students responded)

- Sixteen percent named one job.
- Sixteen percent named two jobs.
- Sixteen percent named three jobs.
- Fourteen percent named four jobs.
- Thirty-eight percent named five jobs.

- Fifteen percent defined how one person did their work.
- Sixteen percent defined how two persons did their work.
- Seventeen percent defined how three persons did their work.
- Seventeen percent defined how four persons did their work.
- Thirty-five percent defined how five persons did their work.

In circumstances where the teacher made a collective list from the class, the answers tended to be quite complete.

CONCLUSIONS: Due to the need to get started as quickly as possible, the best technique and instrument for conducting a needs assessment of Career Awareness information was not forthcoming. Some valuable generalizations did occur however. The survey did indicate that over half of the youngsters have a good idea of work. As one would suspect, a lot of misconceptions do

exist among children concerning the concept of work. Many could give examples, but could not seem to define them.

Eight job titles was the average number of jobs the first and second graders could list. As the Awareness program develops it shouldn't be very difficult for them to increase the number of job definitions they will know and understand.

Most students appeared to know what job their parent or parents do. There does seem to be some ambuiguity, however, since one teacher did indicate very few children knew what their parents did. The discrepancies appear to be what the Coordinator accepted as probable fact when not confronting the reality of a complete follow-up.

Question #4 was interesting in that a large number of students could not list five jobs and tell about them after they had previously listed eight, on the average, in Question #2. An even smaller percentage of students could tell about a job.

EVALUATION:

Probably, the greatest achievement accomplished by the Grade One and Two Survey was the fact that the survey called attention to the world of work as it relates to people and what they do for a living. There is enough information to note significant changes between the fall and spring evaluations. Growth should be expected in identifying parent roles, the ability to list more jobs and what is involved in the job. All children should have a good knowledge of the work concept.

SURVEY OF CAREER AWARENESS NEEDS
Grades Three and Four
Union Elementary Schools

Question #1: List all of the types of jobs, or occupations, you can think of in five minutes:

415 students completed the question with an average of nine jobs being listed.

Question #2: Name all of the occupations of the people who work in your school or who are connected with the school:

386 students averaged six jobs.

Question #3: Tell what a cluster, or family, of occupations is:

98 students did not answer the question.
110 students correctly answered the question.
188 students incorrectly answered the question.

Question #4: List as many families of occupations that you can:
(308 students responded)

Fifty-eight percent answered the question.
Thirty-six percent did not answer the question.
Six percent gave completely incorrect answers.

(178 students listed two clusters on the average)

Question #5: How do different jobs people do cause them to live differently?
(406 students responded)

Twenty-three percent did not answer the question
Thirty-three percent gave a correct answer**
Forty-four percent gave an incorrect answer**

**the correctness or incorrectness of the answers were the subjective evaluations of the coordinator.

OBSERVATIONS: The answers to Question #1 indicated 3rd and 4th grade students could list only one more job than the 1st and 2nd grade students (9 to 8). Since much more teacher assistance was needed at the 1st and 2nd grade levels, the significance of such a comparison would tend to be highly invalid. Using a similar criteria for post-evaluation nevertheless should provide a basis to determine general growth or lack of growth at all grade levels.

The children listed an average of six jobs per person in identifying school personnel on Question #2. The implications for growth are tremendous in this area. Proximity and availability should lend itself to rich and meaningful awareness in this area.

The Coordinator's evaluation of what constitutes a correct or incorrect answer for Question #3 is simply a matter of judgment. Using the same criteria in the follow-up evaluation, some general conclusions should be noted. The large number of students not answering the question (25%) combined with the 49% who answered the question incorrectly, seemed to confirm the fact there was indeed a question of understanding and identifying clusters by the children.

A larger percentage of students either did not answer Question #4 or answered incorrectly (42%). These results would be closely identified with the preceding question. The two cluster average should increase readily as teachers and students become more involved with awareness through the school year.

Apparently Question #5 was not phrased as well as it might have been, or it could have been misinterpreted somewhat since a high number of students listed examples as opposed to defining the reasons for people to live differently because of their work (67%). Only 33% could give a reasonably good answer on how work and jobs affect peoples lives.

RESULTS OF CAREER AWARENESS SURVEY
Grades Five and Six
Union Elementary Schools

INTRODUCTION: It would be reasonable to assume the survey information at the 5th and 6th grade levels would be more valid than at the lower grade levels. More significant valid changes or lack of change should be noted when the classes are evaluated in the Spring.

The following results were reported with a much higher degree of accuracy than the 1st and 2nd grade levels. Although the results are not statistically valid in themselves, they nevertheless provide a basis for a general comparison in a pre-post survey.

Question #1: List all of the jobs or occupations you can think of in five minutes:

Students listed occupations from as few as one to as many as 54. The average number listed, by 452 students, was 17 job titles.

Question #2: Name as many job families, or clusters, as you can:

NOTE: Once again the cluster concept is not clear in the minds of some teachers and other educators. The inservice workshops did much to clarify the concept, however, constant clarification is needed to help teachers to be able to communicate definitions and examples that will help children understand the classification of jobs into similar areas or families.

Teachers of the 5th and 6th grades felt most students would not understand cluster or family of occupations and therefore could not answer the question adequately. They were given the information and it was suggested they use examples in defining the cluster concept to the students.

The results obtained are: the median and average number of clusters listed by the students was three (3). Twelve students did not respond to the survey question. (426 students responded to the questionnaire.)

No. of Clusters	Percentage of Students
1	17
2	21
3	23
4	17
5	8
6	6

No. of Clusters	Percentage of Students
7	3
8	2
9	1
10	1
11	2
12	6
13	2

Question #3: Name five occupations under each job family or cluster. (410 students responded to Question #3 of the survey, 20 students did not respond to the question.)

Students	410	286	183	89	55	20	4
Cluster	I	II	III	IV	V	VI	VII
No. of jobs							
1	4%	2%	2%	4%	3%	0%	0%
2	4%	8%	8%	10%	9%	5%	25%
3	9%	11%	14%	7%	9%	5%	0%
4	12%	13%	13%	19%	8%	10%	25%
5	70%	66%	63%	60%	71%	80%	50%

Although 20 students listed more than seven clusters only seven have been used here to note general tendencies.

Question #4: What job family, or cluster, appeals to you at this time and why? (331 students responded, 39 students did not) The results were classified into the Oregon Clusters for reporting purposes.

Accounting	2%	Metal Working	3%
Agriculture	7%	Service occupations	23%
Basic Marketing	8%	Health	11%
Clerical	3%	Wood Products	5%
Construction	5%	Industrial	3%
Electrical	1%	Mechanics	2%
Food Service	2%	Professional	23.7%
Stenographic	2%	Armed Forces	2%

OBSERVATIONS: The answers to Question #1 seems to indicate children at the 5th and 6th grade levels can list more than double the number of jobs than 1st and 2nd graders even though it is not a great number. The highest number of jobs listed was 54 which is more than double the highest number of the 1st and 2nd graders.

Lack of understanding of the cluster concept, in Question #2, would tend to limit significantly the number listed by the students. The numbers recorded would tend to substantiate this conclusion. Any work in clarifying the terms

should in itself increase the number of clusters the average child can record. With instruction and example it would seem most children should be able to identify most clusters readily.

Question #3 significantly indicated that if a child knew a cluster area he could for the most part, name five jobs within the cluster. There was a very rapid decline in those knowing five jobs beyond the third cluster. In question form, all of the jobs listed by students were incorporated into one of the Oregon Cluster areas. It will be interesting to note changes in attitudes as more career information and activities are presented to the Union County youth.

The information obtained should provide some basis for a comparative study as the year progresses. It would seem that by the completion of the year, much progress should evolve in awareness of the world of work.

RPF/jhg
1-25-73

GOVERNOR'S MANPOWER PLANNING COUNCIL
SPECIAL PROGRAMS DIVISION

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DEPARTMENT OF
HUMAN RESOURCES

JACOB TANZER
Director

DIVISIONS
Children's Services
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Mental Health
Special Programs
Vocational Rehabilitation
Welfare

March 19, 1973

Mr. Ward W. Weissenfluh
Superintendent
Union County IED
1605 Adams Avenue
La Grande, Oregon 97850

Dear Ward:

I appreciate your invitation to serve as a member of the Career Awareness Project evaluation team.

The visits to the elementary classrooms were refreshing. I was particularly impressed with the student's enthusiasm about the world of "JOBS" and pleasantly surprised they were so knowledgeable about their father's work.

I wish to commend you and your staff. The Career Awareness Project is reaching and assisting the young students of Union County.

Sincerely,

Don Calder

Don Calder
District Manpower Planner

DC:rt

To: Mr. Ward W. Weissenfluh, Superintendent
Union County IED

From: Don Calder, Governor's Manpower Planning Council

Subject: Career Awareness Project

Purpose: Evaluation

Project Coordinator/Counselor: Robert French
Program F/Y: July 1, 1972 - June 30, 1973
Program evaluation date: March 16, 1973

The two members teamed at 9:00 a.m., March 16, 1973 with IED staff members, Robert French and Charles Howell. The morning hours were utilized in reviewing the Project's aims and objectives. Visits to elementary schools and classrooms completed the day long evaluation.

Coordination

1. In-service programs have been conducted involving the administration and classroom instructors for all nine elementary schools.

   Written response from in-service participants indicates that the programs were well organized and conducted. The five classroom instructors that I interviewed indicated they were looking forward to next year's program and two hoped for more than one day sessions.

2. An excellent relationship exists between the Project coordinator and the area vocational director. This relationship assures one of a continuity of programs and planning from elementary through secondary schools.

3. An advisory committee, consisting of teachers, administrators and counselors, is being established.

   Considering the limited period of time and the nature of small, rural, and independent school districts, satisfactory progress toward this goal is being made.

4. Direct contact with classroom instructors.

   The Project coordinator, by regular visitations to all the elementary schools, has developed a warm informal relationship with a large percent of teachers. All the instructors that I interviewed stated that Mr. French was very helpful and responsible for the expanded awareness concepts in their classrooms.

   Through personal contact, phone and letters, Mr. French keeps the instructors aware of the Resource Inventory maintained at the IED office. This includes the Duso Kit, Idea Book, and Resource Guide. The Project Activity Book will soon be available in all Union and Wallowa Counties elementary classrooms.

Upon request, Mr. French has given many classroom demonstrations of the Duso Kit and other instructional aids.

Maintains an information library on Career Awareness Projects operating throughout Oregon.

This "experience" information is available to all classroom instructors.

5. Serves as speaker to interested groups. This includes requests from education organizations in Wallowa County.

6. Maintains records of activities.

A summary of the use by teachers of instructional materials provided through this program, is being developed.

7. Active service in community organizations.

The Project coordinator serves as:

Senator, Oregon Personnel and Guidance Association for N.E. Oregon.

Chairman, Governor's District 13 Ancillary Manpower Planning Board.

Board member, Union County Mental Health Association.

Conclusion:

The Project exhibits excellent coordination.

Project's classroom impact

The assessment team visited two elementary schools and explored the Awareness concept with approximately 100 students in four classrooms of grades one through six.

1. Every student was aware of the job or work his or her father performed.

A remarkable lack of shyness was exhibited in explaining the parent's profession.

Pride in their father's job was quite evident.

The 4th, 5th, and 6th grades were aware of many details and responsibilities of their father's work.

2. All students had participated in at least one awareness classroom project: Duso, Focus, Card Board Carpentry, Job Hats Day, etc.

One 5th and 6th class identified 12 jobs or professions involved in home construction.

3. Most of the students had experienced at least one "on job" or field trip.

   More field trips are planned when weather permits.

4. All classrooms have had at least one visit by a father or friend to explain his profession.

   One student whose father could not attend, made a slide and narrative presentation for his father.

5. In two classrooms the question was asked, "What is the most important thing about a job?"

   Student response:

   "Be able to get along with others."
   "Have the right training or education."
   "Be happy with the job."

6. When asked if they enjoyed the career awareness, self awareness and Mr. French's presentations:

   A resounding "Yes!:

   Wished Mr. French could visit their class more.

7. The question was asked, "Do you want to do the same kind of work as your father?"

   A few said, "Yes" but the majority said they wanted to study other jobs and decide when they were a little older.

   One girl said, "It's maybe a little early but we need to study and find out about work and jobs."

Conclusion:

If this sampling of 100 students is indicative of the majority of elementary children in Union County, the Career Awareness Project is very successful.

Project's impact on classroom instructors

The program was briefly discussed with five teachers. They were unanimous in the following response:

1. Although some "awareness" instruction preceded this Project's inception, the ideas, instruction kits and catalyst roll provided by Mr. French, gave new and broader understanding of the young student's need for personal awareness and career awareness.

2. The project should be continued and expanded.

3. Very complimentary about Project coordinator.

4. Not certain that local school boards and administrations are convinced of the Project's worth at this early stage. They feel the boards are taking a wait and see attitude.

   In this writer's opinion, a normal rural school administration reaction.

Conclusion:

1. The Project has an excellent coordinator.

2. Local boards and administrations need more encouragement to adopt and expand the concept.

3. The Project should be refunded for at least one more school year.

rt

INTRODUCTORY COMMENTS

On March 16, 1973, I was asked by Mr. Bob French, Coordinator of Career Awareness Project, and Mr. Ward Weissenfluh, I.E.D. Superintendent, to act as an evaluator of the Union County Intermediate Education District Career Awareness Project. My evaluation will be based on past experiences in career education as a Guidance Director and high school teacher. This was an excellent experience for me as I got a good idea of the preparation children in grades K-6 should attain in career awareness. A project of this nature would certainly be welcomed in our school district. Too few projects of this nature are being attempted. Many times we attend inservice meetings, seeing a crash program of representative materials, then we return to our classrooms where little follow through is attempted. Probably the major reason for this is because of lack of coordination [illegible] of the major strengths of the Union County [illegible] Bob French is always available to the teachers [illegible] who are desirous of his services, plus, he is always acquiring new materials, evaluating them, and recommending only the best to the teachers. This allows teacher time to utilize materials rather than to locate it.

Mr. French established, in his initial Career Awareness Program, four major objectives. The success of any program is the attainment of objectives.

THE FIRST OBJECTIVE:

> Students in grades one through six will demonstrate a knowledge of self concepts, interpersonal skills, problem solving and decision making by definition, verbally or in writing, where applicable, and by listing two examples of each.

We had an opportunity to observe the accomplishment of this objective in one particular school. Each teacher merely discussed verbally Career Awareness with her students, especially in terms of the ability to solve problems and make decisions. Most of these first, second, third and fourth grade students certainly indicated much preparation in these areas. It was also apparent that these children, through their career awareness filtered throughout the curriculum, had developed a healthy self-concept. The success of this objective is probably the most difficult to evaluate, especially spending such a short time with the teachers and students; however, I feel the classroom atmosphere was certainly favorable in these areas.

THE SECOND OBJECTIVE:

> Inservice workshops with teachers to demonstrate Career Awareness techniques for use at K-6 grade levels.

This objective has certainly been accomplished in that all Union County teachers, grades K-12, have had an opportunity to participate in two workshops stressing the work aspects of and the humanistic quantities of career awareness. Knowing the qualifications of the workshop participants and from the teachers' comments it is apparent that these workshops were quite beneficial. One teacher commented, "I got something I could use in the classroom." This is great! Aside from the two workshops designed for the Career Awareness Project participants, Dr. Mike Giammatteo reinforced the program with his approach to Decision Making in a workshop in La Grande.

THE THIRD OBJECTIVE:

> Teachers will receive "hands on" materials, activities, etc., to be used in their classrooms with their students at all grade levels.

One of the most valuable "hands on" materials is the Union County Idea Book based on the format of the David Douglas Idea Book. The present plan is for each of the eighty some teachers to have their own copy. This would always be handy thus facilitating easy usage. Another useful piece of information is the letter and packet from Mr. French to all Administrators, Counselors, and teachers indicating counseling, guidance, and career education materials available as of March 13, 1973, through the I.E.D.

Also, a valuable service in this area is Mr. French's offer for any teacher to call or come into the office to request materials on any subject area.

The Resource Person List appears to be valuable. In fact, a number of the teachers we interviewed mentioned its usefulness. This is presently an area of strength and will continue to develop more as new materials become available.

THE FOURTH OBJECTIVE:

Coordinator, with John Davies, OBE Specialist, will conduct inservice for elementary administrators to formulate short and long range Awareness plans.

On February 21, 1973, an inservice was held for all Union County Elementary Principals, Superintendents, Counselors, and career people. This workshop was under the direction of John Davies with the purpose being as indicated in objective, to help Administrators become more familiar with the career awareness approach and in turn help them plan their own programs. One very helpful pamphlet developed out of this workshop was the Career Awareness Guide with the intent of helping school administrators develop their five year plan. We did not talk with Administrators, but judging from their cooperation, they are behind the project.

COMMENDATIONS

1. The Union County schools are certainly better prepared in the development of career education in that they are developing a master plan including a philosophy, analyzing the district's present status in career education activities, developing a tentative suggested curriculum, and a time line as direction for their program.

2. The emphasis as stated in the Career Awareness Idea Paper was that the first year of the Union County Career Awareness Program would be for assessment of current activities and needs, an introduction to the idea of career awareness in grades K-6 and depending on time available a partial implementation, which by no means can be completed within one year. This is being accomplished in a commendable manner.

3. The success of any program of this nature is dependent on the salesmanship to the teachers, principals, superintendents, school boards, and communities. Judging from the teacher's comments both written and from interviews, it appears as though there has been some effective selling going on.

3. Cont'd.
We visited with a number of teachers in two representative schools and they all indicated their career awareness would be greatly hindered if this Title Project was not refunded. We also visited with a number of students who were most enthusiastic over their classroom projects concerning self-concept analysis and career awareness. If the students are enthused, of course this denotes the feeling of a large part of the community. Mr. French indicated he felt school boards were quite enthused. We had no opportunity to observe this factor. Principals and Superintendents appear to be becoming more involved from the standpoint of the direction of the state they would be wise as well as from the direction of society. With the emphasis on helping those 80-90% of our student enrollment who do not go on to college how could administrators refuse the early development of the vocational awareness idea. (This project would certainly be welcomed in our district as it is not demanding that teachers teach a number of new subjects it is merely suggesting a change of emphasis in the present curriculum.)

4. This type of project builds a much stronger background for the students going into the SUTOE program in the Junior High School and the Specialization Program in the Senior High.

5. One point that has probably helped the program get into the schools is the fact that Mr. French, through his mobile guidance service for the past several years, had a favorable working relationship with most of the teachers. The teachers are more willing to call him a specialist and work with him than they would be someone new coming into the district. You might say, Mr. French has proven himself.

6. Bob's encouragement to the teachers is probably one of the major strengths in the career awareness program. As teachers talk to him they not only can get assistance in the career awareness program, but he is still able to assist them in the areas of testing and counseling.

7. It appears as though a great deal of thought, time, and preparation went into this career awareness project prior to the presentation to any of the districts. This type of preparation always leads to the success of a project.

8. Mr. French is certainly willing to listen to suggestions for improvement of the project. I am certain he has had suggestions and has evaluated them probably implementing them when appropriate.

9. With the survey of career awareness needs administrated to students and teachers in October of 1972, this should provide a significant basis for evaluation of the project by the end of the school year.

10. The publication of a monthly newsletter to all Union County teachers is an excellent way of keeping <u>everyone</u> informed, thus eliminating the partiality idea mentioned in the recommendations.

RECOMMENDATIONS

1. Mr. French needs to be careful of showing partiality to certain teachers in the district. Word seems to travel quite rapidly even though the schools are several miles apart. I realize it is much easier to work with the progressive, enthusiastic teacher, and it takes an extended effort sometimes to work with others, but it is certainly necessary for the sake of a project.

2. The distance between the eleven schools seems to present some problem, especially when travel time should and could be spent reproducing and evaluating materials. There probably is no solution.

3. A class schedule from each teacher involved in the project would help in arranging visits at the most convenient time for the teacher.

4. Travel budget seems to be somewhat inadequate.

5. The evaluation of the career awareness in terms of students seemed to present some difficulty.

CONCLUSIVE STATEMENT

At this point in time the career awareness project seems to be progressing at a very satisfactory pace with inservices, consultants, advisory committees, "hands on" materials, long range planning, etc., enhancing the project. But we could say the program is just beginning and certainly needs more time to, by any means, complete the project. As many of the teachers expressed, as we visited with them, it would be a serious detriment to have the career awareness program not funded another year. From my observations, I am certainly inclined to agree with them.

Mrs. Bev Duby, Counselor
Burnt River High School
Unity, Oregon